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ABSTRACT

A total of 385 high school teachers in Detroit, Michigan responded to a questionnaire that was designed to measure the impact of the city's court ordered desegregation plan on their attitudes. The questionnaire focused on several areas including desegregation, busing, student achievement, student racial relations, staff-student relations, staff relations, discipline, and staff morale. Results indicated that most teachers opposed the desegregation plan as a whole, regarded busing as a ineffective means of promoting equal educational opportunity, and considered desegregation as an ineffective means of improving education in Detroit schools. However, in comparison to 1977 and 1978 survey data, increased percentages of teachers believed that academic standards were rising in their schools, student racial relations were good and improving, disciplinary policy was satisfactory, counseling and guidance programs were satisfactory, teachers were improving their ability to work with students of all races, teachers of different races were learning to work well together, and white and black students were becoming less prejudiced. (Author/MK)

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HIGH SCHOOL STAFF ATTITUDES TOWARD DESEGREGATION

1979 SURVEY

General Evaluation Unit
Research and Evaluation Department
Detroit Public Schools

June 1980

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Detroit Public Schools

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

HIGH SCHOOL STAFF ATTITUDES TOWARD DESEGREGATION, 1979 SURVEY

Summary

Results of annual school staff surveys provide clear evidence of improved conditions for learning in Detroit high schools since the initiation of court-ordered desegregation.

This report presents results of a May 1979 survey of high school staff attitudes concerning desegregation. Results of 1977 and 1978 surveys are also included to facilitate appraisals of attitude changes.

Beginning in May 1977 the Research and Evaluation Department has conducted annual surveys of student, staff, and parent attitudes relevant to the desegregation of Detroit schools. Survey respondents, representing some 70 schools, have included middle school and high school students, school staff at all three school levels, and parents. Reports on the results of the 1977 and 1978 surveys have been issued previously.

The high school staff survey results provide an interesting contrast. On the one hand, results show that most high school staff were opposed to the desegregation plan as a whole, that most regarded busing as an ineffective means of promoting equal educational opportunity, and that the vast majority considered desegregation an ineffective means for improving education in Detroit schools.

On the other hand, results include substantial evidence of improvements of several important conditions which are conducive to learning. Comparisons of 1977, 1978 and 1979 response data reveal notable increases in percentages of high school staff who believed the following:

1. that academic standards were rising at their school;
2. that student racial relations were good and getting better;
3. that black and white students were getting equal treatment;
4. that student behavior was improving;
5. that their school's discipline policy was satisfactory;
6. that the counseling and guidance program was satisfactory;
7. that teachers were improving their ability to work well with students of all races;
8. that teachers of different races were learning to work well together; and
9. that white and black students were becoming less prejudiced.

Research and Evaluation Department
Detroit Public Schools
June 1980

HIGH SCHOOL STAFF ATTITUDES TOWARD DESEGREGATION, 1979 SURVEY

Introduction

In the fall of 1976 the General Evaluation Unit of the Research and Evaluation Department was assigned responsibility for evaluation of court ordered desegregation of the Detroit Public Schools. Planning of the evaluation was guided by consideration of three basic goals of school desegregation, namely:

1. Improved learning,
2. Equality of educational opportunity, and
3. Improved intergroup and interracial relations.

The evaluation design included provision for a continuing study of the impact of desegregation on attitudes and behaviors of students, staff and parents.

1977 and 1978 Surveys of Attitudes and Behaviors

The evaluation of attitudes and behaviors was begun with the administration of questionnaires in May 1977 to Grade 7 and Grade 10 students, parents of elementary and middle school students, and local school staff at all school levels. Members of the student, parent, and staff samples represented a total of 72 sample schools. Results of these 1977 surveys were reported in a series of seven reports issued early in 1978.

The surveys of student, staff and parent attitudes and behaviors were repeated in May 1978, one year after the first survey. Most of the items were identical to those used in the

initial survey. Nearly all of the schools selected for participation in the second (1978) survey also participated in the initial (1977) survey.

The sample schools for both the 1977 and 1978 surveys were selected in a manner to obtain representation of several types of schools classified with respect to racial mix before and after pupil reassignments were initiated (in January 1976). Classification of the schools was done on the basis of percents of black and white students at each school as of September 26, 1975 (before pupil reassignments), and as of the date of the latest available student racial distribution count for the school district (after pupil reassignments).

For each of these times every regular elementary, middle and high school in the school system was classified according to court definitions as "Identifiable White" (greater than 70 percent white), "Predominantly Black" (greater than 55 percent black), or "Desegregated" (30 to 55 percent black). Henceforth in this report these desegregation status classifications will be abbreviated "White," "Black," and "Deseg." Every school was then classified according to its sequence of statuses over the two points in time, e.g., "White-Deseg," "White-Black," Black-Deseg," "Deseg-Deseg," "Black-Black," etc. Finally, arbitrary numbers of schools were randomly selected at each school level to represent the various types. In Table 1 are given the numbers of 1978 survey sample schools by type and school level.

The results of 1978 surveys were reported in a second series of seven reports issued early in 1979.

TABLE I

Distribution of Schools Selected for Participation in the 1978 Survey of Student, Staff, and Parent Attitudes by Desegregation Status and School Level

Desegregation Status	Number of Schools by Level			Total
	Elementary	Middle	Senior HS	
White-Deseg	9	3	0	12
Black-Deseg	3	2	0	5
Deseg-Deseg	4	2	1	7
Deseg-Black	4	2	1	7
White-Black	8	4	3	15
Black-Black (enrollment < 80% Black)	4	3	3	10
Black-Black (enrollment > 80% Black)	6	6	3	15
Total	38	22	11	71

1979 Surveys

In May, 1979 the surveys were administered again for the third time. All 69 participating schools had been in the 1978 sample of schools and all except eight had participated in 1977 as well. All but a few of the survey questions were in both the 1977 and 1978 survey questionnaires.

This report on results of the 1979 survey of high school staff attitudes is the third of a series of seven reports on results of the student, staff and parent surveys administered in May 1979.

The Third (1979) Survey of High School Staff Attitudes

Description of the Study

The staff questionnaire administered in 1979 was very similar to those administered to staff in the 1977 and 1978 surveys. All three editions of the questionnaire were developed by the General Evaluation Unit of the Research and Evaluation Department. The questions focused on several areas including desegregation and busing, student achievement, student racial relations, staff-student relations, staff relations, discipline, and staff morale. The 1979 staff questionnaire included most of the items in the one used in the 1977 and 1978 surveys, and a few new items. Some of the questions inquired about racial relations among students at the respondent's school. Staff at the participating schools with more than 80 percent black enrollment were directed not to answer these questions.

The questionnaire was administered in May 1979 to samples of staff in all 11 high schools in the 1979 desegregation evaluation school sample, as well as to samples of staff in all of the sample middle and elementary schools. The staff sample for each high school included the principal and randomly selected professionals from the latest available class report. The total high school staff sample provided representation of teachers in all curriculum areas, unit heads, counselors, and a few assistant principals. Questionnaires were sent via school mail to a total of 598 school staff members. Of these, 385 (64 percent) returned completed questionnaires.

A total of 11 sample high schools participated in the 1979 staff survey. All 11 schools participated in the 1978 survey and all except two participated in the first (1977) survey. The racial distribution of the staff sample respondents in the 1979 survey was as follows:

Numbers of Staff Respondents

Black	White	Total
154	231	385

Analysis of Response Data

All participating staff members' responses and certain identification data (not including names) were keypunched on cards. Computer analyses were run to obtain distributions of responses to each question broken down by type of school and by student's race. To facilitate comparisons among the different sample subgroups, chi square tests were run for all questions to test for statistical significance of differences between black and white staff responses and between two different types of schools.

Special analyses of all 1979 desegregation evaluation survey data (staff, student, and parent responses) were conducted to provide evidence required in needs assessments to support Detroit applications for ESAA (Emergency School Aid Act) funds. In these analyses response data were broken down by respondent's race for two types of schools, those with lower percents of black students than the city-wide black student percentage, and those with higher percents of black students than the city-wide percentage. Results

of these analyses, including results of the 1979 high school staff survey analysis, can be obtained, on request, from the Research and Evaluation Department.

For purposes of this report, the analysis of the 1979 high school staff survey data was quite simple, involving merely a breakdown of response data by race, and the application of tests of significance of differences between black and white staff responses.

Major Findings

This report does not discuss results for all of the 1979 staff questionnaire items. Rather, findings are reported for those questions considered most important for a meaningful and useful evaluation of staff attitudes related to desegregation. The questions are grouped under subheadings indicating the areas of inquiry concerned. On each page of findings are presented results for one of the 1979 survey questions. Under the question are the response distributions broken down by race for the 1979 survey and for the 1978 and 1977 surveys if the question was included in those surveys. Below the response data are brief comments summarizing the findings under three headings: (1) 1979 Results, (2) Racial Differences--1977, 78 and 79, and (3) Trends--from 1977 to 1979.

4. When the desegregation plan, involving pupil reassignments and school reorganization, was first put into operation in January, 1976, were you generally in favor of it, opposed to it, or neutral toward it?

		Percents of Responses					Total	
Survey	Race	Strongly Opposed	Opposed	Neutral	Favored	Strongly Favored	No. of Resps.	Sig-nif.[1]
1977	B	7	18	41	23	12	61	
	W	10	25	38	24	3	97	NS
	Total	9	22	39	24	6	158	
1978	B	6	26	28	34	7	89	
	W	10	34	38	15	3	141	**
	Total	18	31	34	22	4	230	
1979	B	10	20	34	26	10	154	
	W	11	32	39	12	6	230	**
	Total	11	27	37	18	8	384	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
26% favored the desegregation plan when it was initiated.
37% felt neutral.
38% were opposed.

Racial Differences--1977,78 and 79

Black staff were more likely to favor the desegregation plan than were white staff, significantly so in 1978 and 1979.

Trends--from 1977 to 1979

Little change in percent of staff who favored or opposed the plan.
Small increase (+ 7%) in staff who were opposed.
Slight decrease (- 4%) in staff who were in favor of the desegregation plan.

5. How do you now feel generally about the desegregation plan?

Survey	Race	Percents of Responses: Strongly Opposed	Opposed	Neutral	Favor	Strongly Favor	Total No. of Resps.	Signif.[1]
1977	B	12	36	25	22	5	59	
	W	14	40	32	10	3	97	NS
	Total	13	38	30	15	4	156	
1978	B	10	27	28	32	3	89	
	W	17	38	33	12	1	141	**
	Total	14	34	31	20	2	230	
1979	B	18	27	27	23	6	154	
	W	19	49	23	8	1	230	**
	Total	19	40	25	14	3	384	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
17% favored the desegregation plan in May, 1979.
25% felt "neutral."
59% were opposed.

Racial Differences--1977, 78 and 79

Black staff were more likely to favor the desegregation plan than were white staff. Differences were significant in 1978 and 1979.

Trends--from 1977 to 1979

Small increase (+ 8%) in staff opposed to the desegregation plan.

6. How would you rate the effectiveness of busing in Detroit schools as a means of promoting equal educational opportunity?

Survey	Race	Percents of Responses: Very Ineffective	Quite Ineffective	Quite Effective	Very Effective	Total No. of Resps.	Sig-nif.[1]
1977	B	38	43	18	2	56	
	W	40	47	13	0	94	NS
	Total	39	46	15	1	150	
1978	B	31	52	17	0	84	
	W	47	46	7	0	138	*
	Total	41	48	11	0	222	
1979	B	45	38	16	1	152	
	W	56	39	4	1	228	**
	Total	51	39	9	1	380	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
10% rated busing "Quite Effective" or "Very Effective."
90% rated busing "Quite Ineffective" or "Very Ineffective."

Racial Differences--1977, 78 and 79

Black staff were more likely to rate busing effective than were white staff, significantly so in 1978 and 1979.

Trends--from 1977 to 1979

A relatively small decrease (- 6%) in staff rating busing effective as a means of promoting equal educational opportunity.

7. Over the long run, how effective do you think desegregation will be in improving the quality of education in the Detroit schools?

Survey	Race	Percents of Responses: Very Ineffective	Quite Ineffective	Quite Effective	Very Effective	Total No. of Resps.	Signif.[1]
1977	B	31	40	22	7	55	
	W	43	46	11	0	93	**
	Total	39	44	15	3	148	
1978	B	26	41	26	8	86	
	W	44	45	11	1	138	**
	Total	37	43	17	4	224	
1979	B	30	41	23	7	152	
	W	49	47	4	1	227	**
	Total	41	44	11	3	379	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
14% felt that desegregation will be effective.
85% judged that it would be ineffective in improving the quality of education in Detroit.

Racial Differences-- 1977, 78 and 79

Black staff were significantly more likely than white staff to think that desegregation will be effective in all three surveys.

Trends--from 1977 to 1979

A slight decrease (- 4%) in staff who felt that desegregation will be effective in improving the quality of education in the Detroit schools.

9. Do you think academic standards in your school this year are generally higher, lower, or the same as compared with a year ago?

Survey	Race	Percents of Responses: Much Lower	Lower	Same	Higher	Much Higher	Total No. of Resps.	Sig-nif.[1]
1977	B	8	23	53	15	2	61	
	W	15	45	37	3	0	94	**
	Total	12	36	44	8	1	155	
1978	B	6	19	59	14	2	86	
	W	18	43	55	4	0	136	**
	Total	14	33	44	8	1	222	
1979	B	9	13	55	22	1	150	
	W	10	37	39	13	0	227	**
	Total	10	28	45	17	1	377	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
18% felt that academic standards in their school were generally higher than the previous year.
45% believed that the standards were the same.
38% felt that academic standards were lower.

Racial Differences--1977, 78 and 79

White staff members were significantly more likely than black staff to believe that academic standards were lower compared to the previous year in all three surveys.

Trends--from 1977 to 1979

An increase (+ 10%) in staff who believed that academic standards in their school were higher than in the previous year.

10. In general, how well do you think the students in your school are achieving academically this year as compared with last year?

Survey	Race	Percents of Responses: Much Worse	Worse	Same	Better	Much Better	Total No. of Resps.	Signif.[1]
1977	B	8	36	36	20	0	61	
	W	13	50	31	7	0	93	*
	Total	11	44	34	12	0	154	
1978	B	5	19	54	21	1	84	
	W	10	50	33	7	0	138	**
	Total	8	38	41	13	1	222	
1979	B	5	23	43	29	0	151	
	W	9	35	42	12	1	225	**
	Total	8	30	43	19	1	376	

[1] Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
20% felt that students in their school were achieving better compared to the previous year.
43% felt that achievement was the same.
38% believed that achievement was worse.

Racial Differences--1977, 78 and 79

White staff were significantly more likely than black staff to think that students were achieving worse. Differences were significant for all three surveys.

Trends--from 1977 to 1979

An increase (+ 8%) in staff who thought students were achieving better. A decrease (- 17%) in staff who judged that students were achieving worse.

11. How well are students of different races getting along at your school <u>this year</u> compared with last year?

Survey	Race	Percents of Responses: Much Worse	A Little Worse	About the Same	A Little Better	Much Better	Total No. of Resps.	Signif.[1]
1977	B	3	11	54	26	6	35	
	W	3	8	69	16	5	67	NS
	Total	3	9	64	20	5	102	
1978	B	0	4	50	37	9	54	
	W	0	4	56	33	8	110	NS
	Total	0	4	54	34	9	164	
1979	B	3	0	49	35	13	108	
	W	0	2	59	31	9	186	*
	Total	1	1	55	32	11	294	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as bollows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

<u>1979 Results</u>

Of all respondents:
43% felt that students of different races were getting along better compared with the previous year.
55% felt that relationships were the same.
2% felt that relationships were worse.

<u>Racial Differences--1977, 78 and 79</u>

In all three years, black staff were more likely than white staff to feel that race relations were better. In 1979, the difference was significant.

<u>Trends--from 1977 to 1979</u>

An increase (+ 18%) in staff who believed that student race relations were better compared with the previous year.

12. How would you describe the treatment of black and white students at your school during this school year, in general?

Survey	Race	Percents of Responses: Black Students Are Treated Better Than White Students	White Students Are Treated Better Than Black Students	Black and White Students Are Treated Equally	Total No. of Resps.	Signif.[1]
1977	B	6	26	69	35	
	W	17	0	83	65	**
	Total	13	9	78	100	
1978	B	2	18	80	55	
	W	15	1	84	111	**
	Total	11	7	83	166	
1979	B	3	14	83	100	
	W	12	1	87	186	**
	Total	9	6	86	286	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
86% felt that black and white students were treated equally.
6% felt that white students were treated better.
9% felt that black students were treated better.

Racial Differences--1977, 78 and 79

In all three years, black staff were significantly more likely than white staff to feel that white students received preferential treatment, and white staff were significantly more likely than black staff to feel that black students were treated better.

Trends--from 1977 to 1979

An increase (+ 8%) in staff who believed that black and white students were treated equally.

13. Do you think black and white Detroit students will get along better or worse next year than this year, in general?

Survey	Race	Percents of Responses: Much Worse	A Little Worse	About the Same	A Little Better	Much Better	Total No. of Resps.	Sig-nif.[1]
1977	B	5	2	70	21	2	56	
	W	3	11	66	18	2	90	NS
	Total	4	8	67	19	2	146	
1978	B	0	5	63	33	0	86	
	W	0	5	71	24	0	140	NS
	Total	0	5	68	27	0	226	
1979	B	1	2	68	28	2	148	
	W	0	4	69	26	1	229	NS
	Total	0	3	68	27	1	377	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
28% judged that black and white students will get along better next year.
68% judged that they would get along about the same.
3% felt that they would get along worse.

Racial Differences--1977, 78 and 79

Black and white staff did not differ significantly in their responses in any of the three years.

Trends--from 1977 to 1979

A small increase (+ 7%) in staff who felt that black and white students would get along better next year.
A decrease (- 9%) in staff who believed racial relations would be worse the next year.

14. How would you rate interracial relations among students at your school this year?

Survey	Race	Percents of Responses: Very Poor	Poor	Fair	Good	Very Good	Total No. of Resps.	Signif.[1]
1977	B	3	22	46	30	0	37	
	W	4	11	54	27	3	70	NS
	Total	4	16	50	28	2	107	
1978	B	2	9	36	47	7	58	
	W	4	13	49	29	6	111	NS
	Total	3	11	44	35	7	169	
1979	B	5	10	40	36	8	107	
	W	2	10	42	40	7	188	NS
	Total	3	10	41	39	8	295	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
47% rated interracial relations among students at their school this year as "Good" or "Very Good."
41% rated relations as "Fair."
13% rated relations as "Poor" or "Very Poor."

Racial Differences--1977, 78 and 79

There were no significant differences between black and white staff with regard to their perceptions of interracial relations among students at their school.

Trends--from 1977 to 1979

An increase (+ 17%) of staff who felt that interracial relations among students at their school were "Good" or "Very Good."
A small decrease (- 7%) of staff who felt that relations were "Poor" or "Very Poor."

15. Compared with last year, has the number of discipline problems at your school increased, remained the same, or decreased?

Survey	Race	Percents of Responses: Greatly Increased	Increased	Remained The Same	Decreased	Greatly Decreased	Total No. of Resps.	Sig-nif.[1]
1977	B	12	35	31	22	0	58	
	W	19	41	34	6	0	95	*
	Total	16	39	33	12	0	153	
1978	B	8	32	35	21	4	84	
	W	9	41	35	15	0	137	NS
	Total	9	38	35	18	1	221	
1979	B	6	23	33	37	2	145	
	W	3	29	44	22	2	228	**
	Total	4	27	40	28	2	373	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
30% felt that disciplinary problems at their school had decreased.
40% felt that there was no change.
31% felt that such problems had increased.

Racial Differences--1977, 78 and 79

Black staff were more likely to feel that the number of disciplinary problems had decreased than were the white staff. Differences were significant in the 1977 and 1979 surveys.

Trends--from 1977 to 1979

A decrease (- 24%) in staff who felt that disciplinary problems at their school had increased.
An increase (+ 18%) in staff who felt such problems had decreased.

(16-23) How do you feel about your school with respect to the following:

16. Quality of teaching?

Survey	Race	Percents of Responses: Very Dissatisfied	Quite Dissatisfied	Quite Satisfied	Very Satisfied	Total No. of Resps.	Sig-nif.[1]
1977	B	7	31	53	9	58	
	W	7	24	62	8	93	NS
	Total	7	26	59	8	151	
1978	B	5	22	67	7	87	
	W	3	35	56	6	141	NS
	Total	4	30	60	7	228	
1979	B	5	21	63	11	151	
	W	4	28	59	8	228	NS
	Total	5	25	61	9	379	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
70% were satisfied with the quality of teaching.
30% were dissatisfied.

Racial Differences--1977, 78 and 79

There were no significant differences between black and white staff with regard to the quality of teaching.

Trends--from 1977 to 1979

Slight increase (+ 3%) in staff who were satisfied with the quality of teaching.

(16-23) How do you feel about your school with respect to the following:

17. Behavior of students in the school?

Survey	Race	Percents of Responses: Very Dissatisfied	Quite Dissatisfied	Quite Satisfied	Very Satisfied	Total No. of Resps.	Sig-nif.[1]
1977	B	17	52	28	3	60	
	W	21	51	28	0	95	NS
	Total	19	51	28	1	155	
1978	B	12	47	37	3	89	
	W	18	48	32	2	141	NS
	Total	16	47	34	3	230	
1979	B	14	36	42	7	154	
	W	13	47	37	3	228	NS
	Total	14	43	39	5	382	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
44% were satisfied with the behavior of students in their school.
57% were dissatisfied.

Racial Differences--1977, 78 and 79

Differences between black and white staff were not significant.

Trends--from 1977 to 1979

An increase (+ 15%) in staff who were satisfied with student behavior.
A decrease (- 13%) in staff who were dissatisfied.

(16-23) How do you feel about your school with respect to the following:

18. Discipline policy of the school?

Survey	Race	Percents of Responses: Very Dissatisfied	Quite Dissatisfied	Quite Satisfied	Very Satisfied	Total No. of Resps.	Sig-nif.[1]
1977	B	24	38	33	5	58	
	W	22	44	31	3	95	NS
	Total	23	42	31	4	153	
1978	B	16	40	35	9	87	
	W	19	41	37	2	140	NS
	Total	18	41	36	5	227	
1979	B	20	25	47	8	152	
	W	22	38	35	5	228	*
	Total	21	33	40	6	380	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
46% were satisfied with the discipline policy of their school.
54% were dissatisfied.

Racial Differences--1977, 78 and 79

In 1977 and 1978 black and white staff differed little. In 1979 black staff were significantly more likely to indicate satisfaction.

Trends--from 1977 to 1979

An increase (+ 11%) in staff who were satisfied with their school's discipline policy.

(16-23) How do you feel about your school with respect to the following:

19. Ability of teachers to work with students of all races?

Survey	Race	Percents of Responses: Very Dissatisfied	Quite Dissatisfied	Quite Satisfied	Very Satisfied	Total No. of Resps.	Sig-nif.[1]
1977	B	25	31	42	3	36	
	W	3	14	63	20	70	**
	Total	10	20	56	14	106	
1978	B	3	33	48	15	60	
	W	1	10	72	17	111	**
	Total	2	18	64	16	171	
1979	B	5	25	52	18	103	
	W	2	9	68	22	185	**
	Total	3	15	62	20	288	

[1] Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
82% were satisfied with the ability of teachers to work with students of all races.
18% were dissatisfied.

Racial Differences--1977, 78 and 79

In all three surveys white staff were significantly more likely to be satisfied with the ability of teachers to work with students of all races than were black staff.

Trends--from 1977 to 1979

An increase (+ 12%) in staff who were satisfied.
A decrease (- 12%) in staff who were dissatisfied.

(16-23) How do you feel about your school with respect to the following:

20. Staff morale?

Survey	Race	Percents of Responses: Very Dissatisfied	Quite Dissatisfied	Quite Satisfied	Very Satisfied	Total No. of Resps.	Sig-nif.[1]
1977	B	16	45	33	7	58	
	W	23	38	35	3	94	NS
	Total	20	41	35	5	152	
1978	B	12	57	27	5	86	
	W	34	31	34	1	139	**
	Total	25	41	31	3	225	
1979	B	20	40	35	5	153	
	W	17	46	34	3	227	NS
	Total	18	44	34	4	380	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
38% were satisfied with staff morale in their school
62% were dissatisfied.

Racial Differences--1977, 78 and 79

Significant differences between black and white staff with regard to perceptions of staff morale were apparent in the 1978 survey only, and were based primarily on the degree of dissatisfaction expressed.

Trends--from 1977 to 1979

Virtually no change in response tendencies.

(16-23) How do you feel about your school with respect to the following:

21. Application of the Student Code of Conduct?

Survey	Race	Percents of Responses: Very Dissatisfied	Quite Dissatisfied	Quite Satisfied	Very Satisfied	Total No. of Resps.	Sig-nif.[1]
1977	B	28	35	33	5	58	
	W	24	45	26	4	91	NS
	Total	25	41	29	5	149	
1978	B	18	32	40	11	85	
	W	22	40	35	2	139	*
	Total	21	37	37	5	224	
1979	B	18	28	45	8	148	
	W	22	36	38	4	226	NS
	Total	21	33	41	6	374	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
47% felt satisfied with the application of the Student Code of Conduct in their school.
54% felt dissatisfied.

Racial Differences--1977, 78 and 79

In all three surveys black staff were more likely to indicate satisfaction with the Code than were white staff. Differences were significant in the 1978 survey.

Trends--from 1977 to 1979

An increase (+ 13%) in staff who were satisfied.
A decrease (- 12%) in staff who were dissatisfied.

(16-23) How do you feel about your school with respect to the following:

22. Amount of opportunity for student participation in co-curricular activities?

Survey	Race	Percents of Responses: Very Dissatisfied	Quite Dissatisfied	Quite Satisfied	Very Satisfied	Total No. of Resps.	Sig-nif.[1]
1977	B						
	W						
	Total						
1978	B	7	18	52	23	87	
	W	12	27	49	13	136	NS
	Total	10	23	50	17	223	
1979	B	9	19	43	29	153	
	W	8	18	54	20	225	NS
	Total	9	19	49	24	378	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
73% were satisfied with the amount of opportunity for student participation in co-curricular activities.
28% felt dissatisfied.

Racial Differences--1977, 78 and 79

There were no significant differences between black and white staff in response tendencies.

Trends--from 1978[2] to 1979

A small increase (+ 6%) in staff who were satisfied.

[2]This question was not asked in the 1977 survey.

(16-23) How do you feel about your school with respect to the following:

23. Adequacy of counseling and guidance service to students?

Survey	Race	Percents of Responses: Very Dissatisfied	Quite Dissatisfied	Quite Satisfied	Very Satisfied	Total No. of Resps.	Signif.[1]
1977	B						
	W						
	Total						
1978	B	18	41	36	5	87	
	W	20	38	35	7	138	NS
	Total	20	39	35	6	225	
1979	B	18	26	47	9	153	
	W	16	40	39	5	223	*
	Total	17	34	42	7	376	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
49% felt satisfied with the adequacy of counseling and guidance service to students.
51% felt dissatisfied.

Racial Differences--1977, 78 and 79

Black staff were significantly more likely to express satisfaction than were white staff in 1979. The difference between races in 1978 was not significant.

Trends--from 1978[2] to 1979

A small increase (+ 8%) in staff who were satisfied with counseling and guidance service adequacy.

[2]This question was not asked in 1977.

24. In general, how would you describe your own experience at this school?

Survey	Race	Percents of Responses: Very Bad	Bad	So-So	Good	Very Good	Total No. of Resps.	Sig-nif.[1]
1977	B	2	0	25	52	22	60	
	W	1	5	25	53	16	95	NS
	Total	1	3	25	52	19	155	
1978	B	0	6	23	51	21	87	
	W	3	8	26	48	15	138	NS
	Total	2	7	25	49	17	225	
1979	B	2	4	16	51	26	152	
	W	1	4	26	46	22	225	NS
	Total	2	4	22	48	24	377	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
72% described their own experience as "Good" or "Very Good."
22% said "So-So."
6% said "Bad" or "Very Bad."

Racial Differences--1977, 78 and 79

There were no significant differences in responses between black and white staff.

Trends--from 1977 to 1979

Very little change in staff ratings of their personal experience at their school.

25. What kind of school would you prefer to teach in?

Survey	Race	Percents of Responses: All White Students	Mostly White Students	Half Black Students, Half White Students	Mostly Black Students	All Black Students	Total No. of Resps.	Signif.[1]
1977	B	2	4	68	19	6	47	
	W	3	25	58	9	5	76	*
	Total	2	17	62	13	6	123	
1978	B	1	4	84	8	4	80	
	W	5	25	63	6	2	104	**
	Total	3	16	72	7	3	184	
1979	B	1	4	80	13	2	136	
	W	6	14	70	9	2	176	**
	Total	4	9	74	11	2	312	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
13% preferred to teach in schools with mostly or all black students.
74% preferred to teach in schools with one-half black and one-half white students.
13% preferred to teach in schools with mostly or all white students.

Racial Differences--1977, 78 and 79

White staff were significantly more likely than black staff to prefer to teach in mostly or all white schools. Black staff were a little more likely than white staff to prefer black schools.

Trends--from 1977 to 1979

An increase (+ 12%) in staff who preferred to teach in schools with half black and half white students.

(26-27) What portion of your school's black and white students would you say are learning at levels up to their potential?

26. Black students?

Survey	Race	Percents of Responses: Very Few	Less Than Half	About Half	More Than Half	Almost All	Total No. of Resps.	Signif.[1]
1977	B	28	42	23	7	0	57	
	W	22	48	23	7	0	96	NS
	Total	24	46	23	7	0	153	
1978	B	23	47	21	9	0	87	
	W	27	46	22	4	0	139	NS
	Total	26	47	22	6	0	226	
1979	B	21	48	22	8	1	147	
	W	23	47	22	7	0	223	NS
	Total	22	48	22	7	1	370	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
8% felt that more than one-half or almost all black students were learning at levels up to their potential.
22% felt that about one-half of them did so.
70% felt that very few or less than one-half of the students were doing so.

Racial Differences--1977, 78 and 79

There were no significant differences between black and white staff in the response tendencies.

Trends--from 1977 to 1979

Very little change in response tendencies.

(26-27) What portion of your school's black and white students would you say are learning at levels up to their potential?

27. White students?

Survey	Race	Percents of Responses: Very Few	Less Than Half	About Half	More Than Half	Almost All	Total No. of Resps.	Signif.[1]
1977	B	9	41	29	18	3	34	
	W	16	31	37	16	0	68	NS
	Total	14	34	34	17	1	102	
1978	B	18	30	33	19	0	57	
	W	15	43	32	8	1	111	NS
	Total	16	39	33	12	1	168	
1979	B	12	37	41	10	0	106	
	W	19	42	27	12	0	180	NS
	Total	16	40	32	12	0	286	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
12% felt that more than one-half or almost all white students were learning at levels up to their potential.
32% felt that about one-half of the students did so.
56% felt that very few or less than one-half of the students were doing so.

Racial Differences--1977, 78 and 79

There were no significant differences between black and white teachers in response tendencies.

Trends--from 1977 to 1979

A small increase (+ 8%) in staff who felt that very few to less than one-half of the white students were learning up to their potential.

28. A number of schools have adopted multi-ethnic texts which discuss minority-group leaders and portray minority-group accomplishments and contributions. How would you rate your school's textbooks in this regard?

Survey	Race	Percents of Responses: Very Poor	Poor	Fair	Good	Excellent	Total No. of Resps.	Sig-nif.[1]
1977	B	12	31	39	18	0	51	
	W	4	14	43	35	5	80	**
	Total	7	21	41	29	3	131	
1978	B	4	22	40	30	4	77	
	W	4	12	54	27	3	113	NS
	Total	4	16	48	28	3	190	
1979	B	9	16	54	19	2	128	
	W	3	10	44	39	4	198	**
	Total	5	13	48	31	3	326	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
34% rated their school's textbooks good or excellent with regard to minority-group treatment.
48% rated the textbooks as fair.
18% rated the textbooks as poor or very poor

Racial Differences--1977, 78 and 79

Black staff rated their school's textbooks significantly lower in this regard (in 1977 and 1979) than did white staff.

Trends--from 1977 to 1979

A very small increase (+ 2%) in staff who felt that their school's textbooks were depicting minority-group accomplishments in a good or excellent manner.
A decrease (- 10%) in staff who felt that their school's textbooks were poor or very poor in minority-group depiction.

(29-33) Here is a list of things that have happened in some Detroit schools since desegregation. Please indicate whether or not each has happened at your school:

29. There is a greater amount of fighting than before desegregation.

Survey	Race	Percents of Responses Yes	No	Total No. of Resps.	Signif.[1]
1977	B	20	80	56	
	W	35	65	88	NS
	Total	29	71	144	
1978	B	22	79	79	
	W	37	63	132	*
	Total	31	69	211	
1979	B	11	89	141	
	W	28	72	219	**
	Total	21	79	360	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
79% felt that there was not a greater amount of fighting in their school than before desegregation.
21% indicated that there was a greater amount of fighting.

Racial Differences--1977, 78 and 79

In all three surveys white staff were more likely than black staff to say that fighting had increased since desegregation.

Trends--from 1977 to 1979

A small increase (+ 8%) in staff who felt that the amount of fighting had decreased.

(29-33) Here is a list of things that have happened in some Detroit schools since desegregation. Please indicate whether or not each has happened at your school:

30. Teachers of different races are learning to work well together.

Survey	Race	Percents of Responses Yes	No	Total No. of Resps.	Sig-nif.[1]
1977	B	49	51	55	
	W	75	25	83	**
	Total	65	35	138	
1978	B	70	30	76	
	W	74	26	127	NS
	Total	72	28	203	
1979	B	69	32	146	
	W	77	23	215	NS
	Total	74	26	361	

[1] Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
74% indicated that teachers of different races are learning to work well together.
26% indicated that they were not doing so.

Racial Differences--1977, 78 and 79

White staff were more likely than black staff to say that teachers of different races were learning to work well together.

Trends--from 1977 to 1979

An increase (+ 9%) in staff who felt that teachers of different races are learning to work well together.

(29-33) Here is a list of things that have happened in some Detroit schools since desegregation. Please indicate whether or not each has happened at your school:

31. White students are becoming less prejudiced.

Survey	Race	Percents of Responses Yes	No	Total No. of Resps.	Signif.[1]
1977	B	29	71	31	
	W	28	72	60	NS
	Total	29	71	91	
1978	B	51	49	49	
	W	41	59	103	NS
	Total	44	56	152	
1979	B	51	50	95	
	W	47	53	175	NS
	Total	49	52	270	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
49% indicated that white students were becoming less prejudiced.

Racial Differences--1977, 78 and 79

There were no significant differences between black and white staff with regard to the lessening of prejudice on the part of white students.

Trends--from 1977 to 1979

A large increase (+ 20%) in staff who believed that white students were becoming less prejudiced.

(29-33) Here is a list of things that have happened in some Detroit schools since desegregation. Please indicate whether or not each has happened at your school:

32. Black students are becoming less prejudiced.

Survey	Race	Percents of Responses Yes	No	Total No. of Resps.	Sig-nif.[1]
1977	B	27	73	52	
	W	25	75	83	NS
	Total	26	74	135	
1978	B	50	50	74	
	W	39	61	128	NS
	Total	43	57	202	
1979	B	50	50	130	
	W	48	52	213	NS
	Total	49	51	343	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
49% felt that black students were becoming less prejudiced.

Racial Differences--1977, 78 and 79

There were no significant differences between black and white staff members in this regard.

Trends--from 1977 to 1979

A large increase (+ 23%) in staff who felt that black students were becoming less prejudiced.

(29-33) Here is a list of things that have happened in some Detroit schools since desegregation. Please indicate whether or not each has happened at your school:

33. There are very tense relationships between black and white students.

Survey	Race	Percents of Responses Yes	No	Total No. of Resps.	Sig-nif.[1]
1977	B	25	75	36	
	W	30	71	57	NS
	Total	28	72	93	
1978	B	21	79	58	
	W	20	80	115	NS
	Total	20	80	173	
1979	B	11	89	109	
	W	15	85	175	NS
	Total	13	87	284	

[1]Statistical significance of differences between black and white staff responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
** Significant at the .01 level
NS Not Significant

1979 Results

Of all respondents:
87% indicated that relationships between black and white students were not very tense.
13% indicated that racial relationships were very tense.

Racial Differences--1977, 78 and 79

There were no significant differences between black and white staff members.

Trends--from 1977 to 1979

An increase (+ 15%) in staff who felt that there were not very tense relationships between black and white students.